Moving the Needle
NDTAC 2016 National Conference
June 22, 2016

The National Technical Assistance Center for the Education of Neglected or Delinquent Children (NDTAC)

AIR® AMERICAN INSTITUTES FOR RESEARCH®

Liann Seiter

Overview and Introductions

www.neglected-delinquent.org

Moving the Needle
NDTAC 2016 National Conference
June 22, 2016

The National Technical Assistance Center
for the Education of Neglected or Delinquent Children (NDTAC)

AIR®
AMERICAN INSTITUTES FOR RESEARCH®

Moving the Needle

=

Continuous Quality Improvement
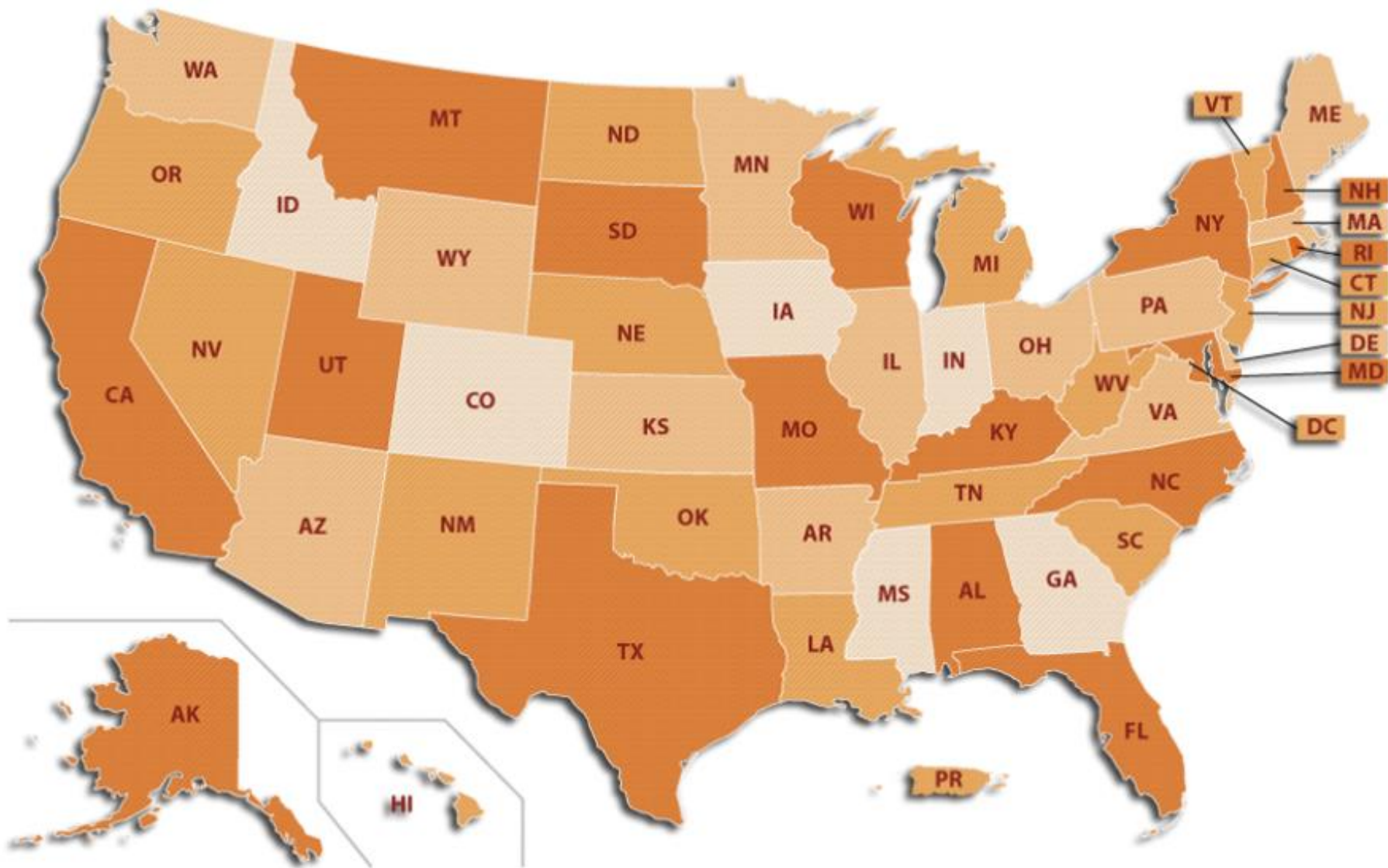
http://www.ndcommunities.org/2016-ndtac-national-conference

Room: 200 D

Group

1

Room: 200 A/B/C

Group

2

Front Desk

Lobby Area

Group

3

Group

4

THANK YOU!

Thank You!

Round 1 Schedule

Julie Turner
Alabama

Karen Neilsen
California

Stacy Wojdak-Goodman
Colorado

Murray Meszaros
Utah

Roundtable discussions

10 minute break

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- Round Table Discussions

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Group 4

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Round 2 Schedule

Heather Denny
Montana

Pat Frost
Nebraska

Kenneth Krawchuck
Pennsylvania

Aundrea Worthing and Kyle Peaden
Wisconsin

Roundtable discussions

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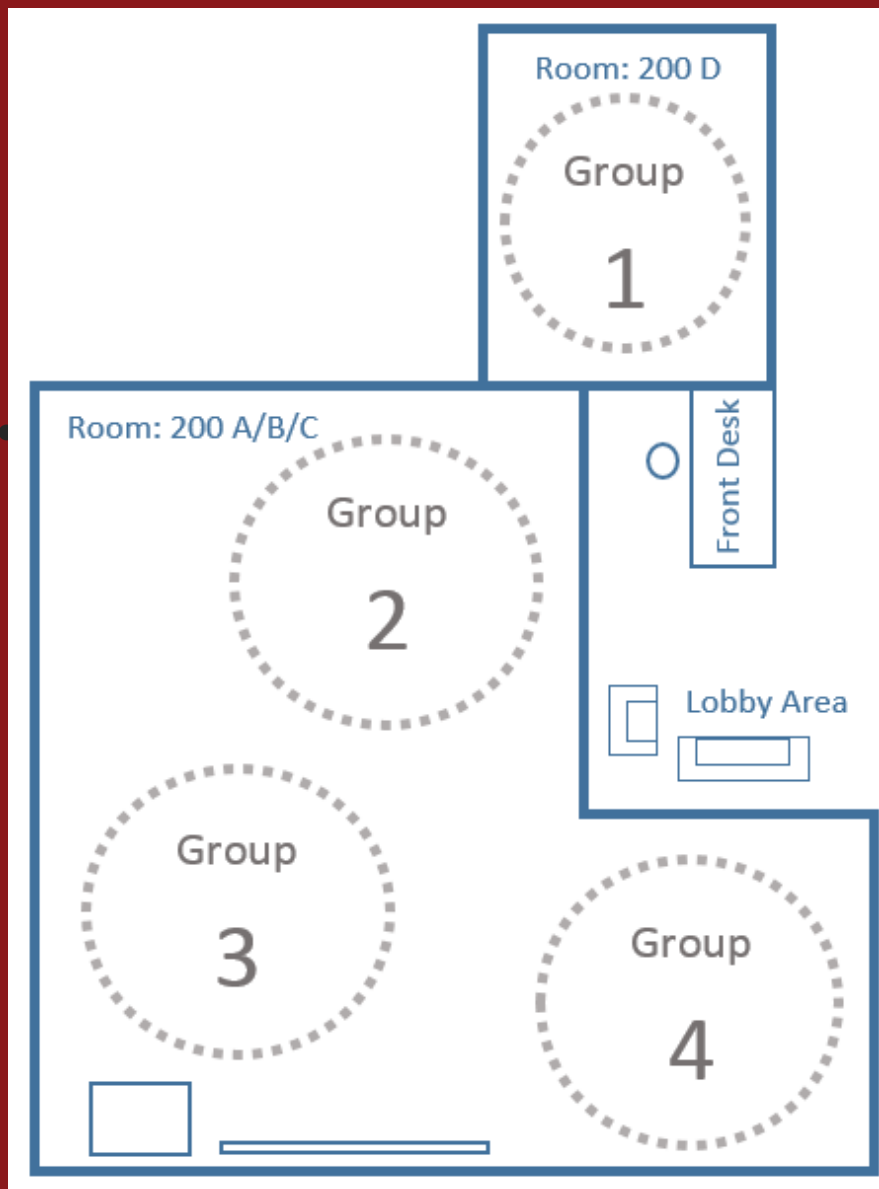discussions

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Group **4**

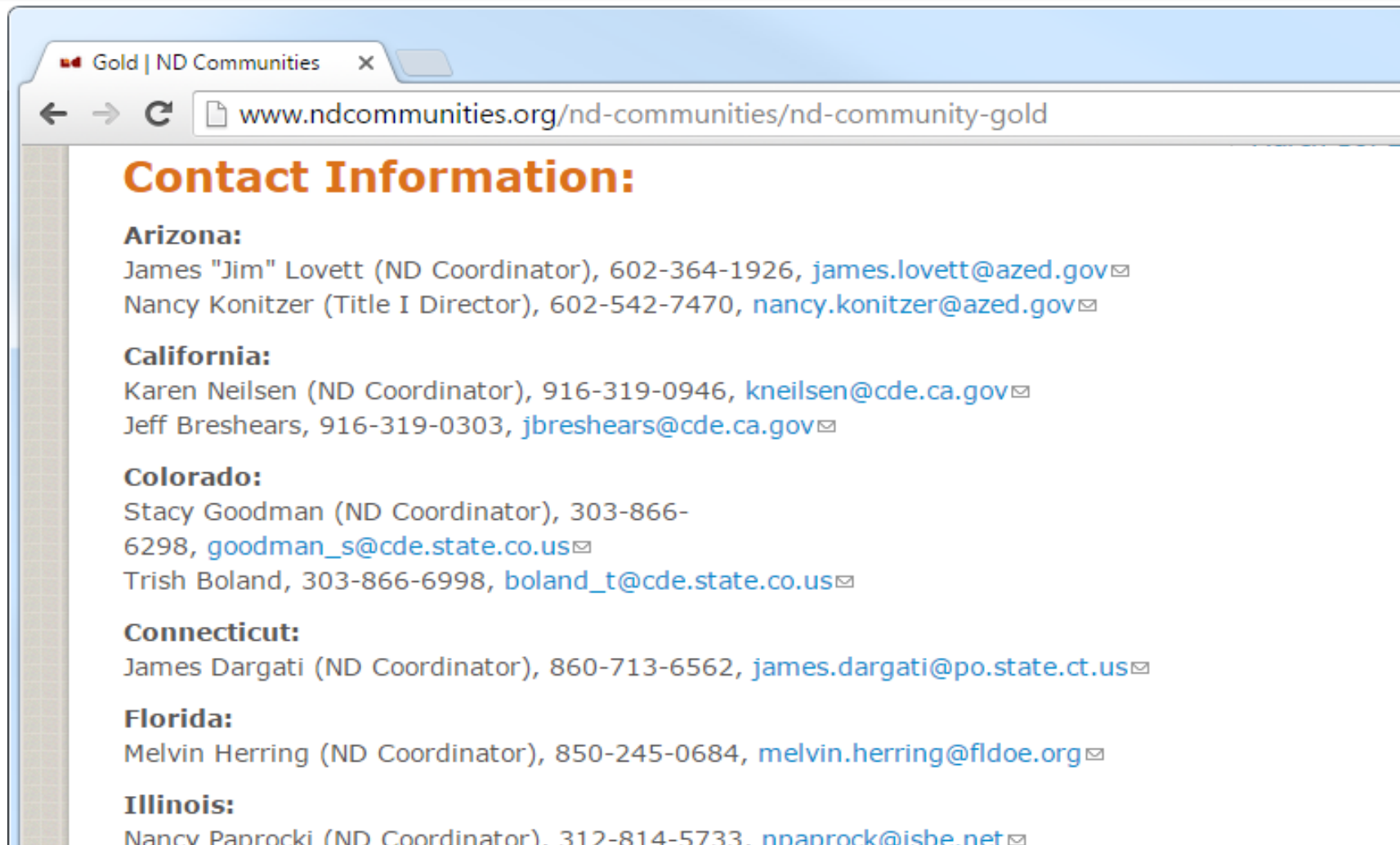| Round 2 Schedule |
| --- |
| Heather Denny *Montana* |
| Pat Frost *Nebraska* |
| Kenneth Krawchuck *Pennsylvania* |
| Aundrea Worthing and Kyle Peaden *Wisconsin* |
| Roundtable discussions |

Find Other Coordinators' Contact Information on NDCommunities.org

Gold | ND Communities

www.ndcommunities.org/nd-communities/nd-community-gold

Contact Information:

Arizona:
James "Jim" Lovett (ND Coordinator), 602-364-1926, james.lovett@azed.gov
Nancy Konitzer (Title I Director), 602-542-7470, nancy.konitzer@azed.gov

California:
Karen Neilsen (ND Coordinator), 916-319-0946, kneilsen@cde.ca.gov
Jeff Breshears, 916-319-0303, jbreshears@cde.ca.gov

Colorado:
Stacy Goodman (ND Coordinator), 303-866-6298, goodman_s@cde.state.co.us
Trish Boland, 303-866-6998, boland_t@cde.state.co.us

Connecticut:
James Dargati (ND Coordinator), 860-713-6562, james.dargati@po.state.ct.us

Florida:
Melvin Herring (ND Coordinator), 850-245-0684, melvin.herring@fldoe.org

Illinois:
Nancy Paprocki (ND Coordinator), 312-814-5733, npaprock@isbe.net

www.neglected-delinquent.org

Have time for lunch? Dinner?

Julie Turner
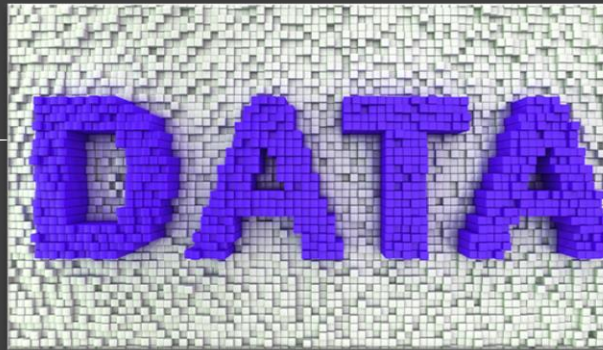
Developing Data Dashboard with the use of NDTAC's Dashboard Guide

Neglected and Delinquent State Coordinator
Julie Turner—Alabama

State agencies did not have a uniform electronic format to manage data.

Monitoring Findings

State agencies managed data differently based on their classification as either K-12 or community college.

Issues with State Agencies

- Administered different assessments

- Did not document data outliers

- Had different regulations

A tool was needed to help State agencies manage the data.

It was evident a
one-size-fits-all tool
would not solve the issues.

Planning For Success

All State agencies were brought together to identify:

- Common resources

- Common data needs

- Individual agency resources

- Individual agency data needs

Resource
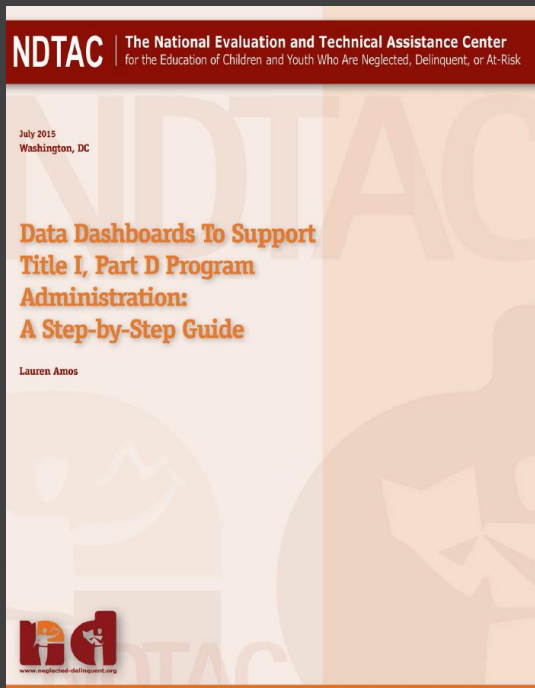
Built a dashboard for all State agencies using the NDTAC *Data Dashboard* tool

Where to start?

Started with three areas:
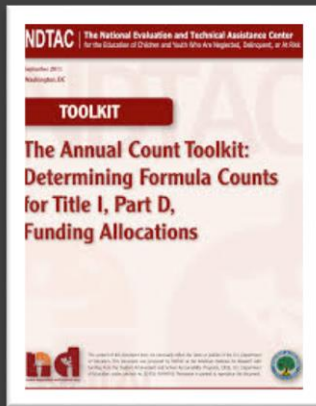
Annual Count Data
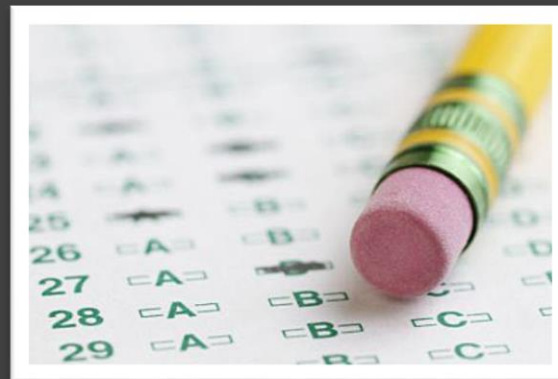
Pre and Posttest Data

Data Outliers

Individualized Data Needs

K-12
State agencies

Accumulate data based on K-12 standards and assessments

Community College
State agencies

Accumulate data based on Career Tech Data and assessments used in the community college system

State agencies with multiple facilities wanted to be able to view:

Individual facility data

AND…

Collective data for all facilities in which the State Agency was responsible.

Outcome Differences

JUVENILE FACILITIES

- Teach Alabama College and Career Ready Standards

- Students accumulate high school credits that transfer back to home schools

- Work towards high school graduation

ADULT FACILITIES

- Work on passing the GED

- Teach Career Technical Programs

- Work towards Career Technical Certificates

DATA DASHBOARDS WERE DEVELOPED FOR EACH STATE AGENCY.

All of the State agencies' data are in one place!

Year One

The 2015-2016 school year is the first year the data dashboards were utilized.

Year Two

State agencies will submit suggested updates to the data dashboards in summer 2016.

Updates will be made to the dashboards.

Data Dashboards enhance current Neglected and Delinquent technology

Year	N or D Technology
SY 2014-15	N or D Data Portal
SY 2016-17	Electronic N or D Grant Application
Coming soon…	Electronic portal for Data Dashboard sharing

Use of Data Dashboards

State agencies are able to:

- Access data quickly.

- View data in a concise manner.

- Continue to use data to evaluate programs.

- Use data to drive instruction.

- Use data to measure outcomes.
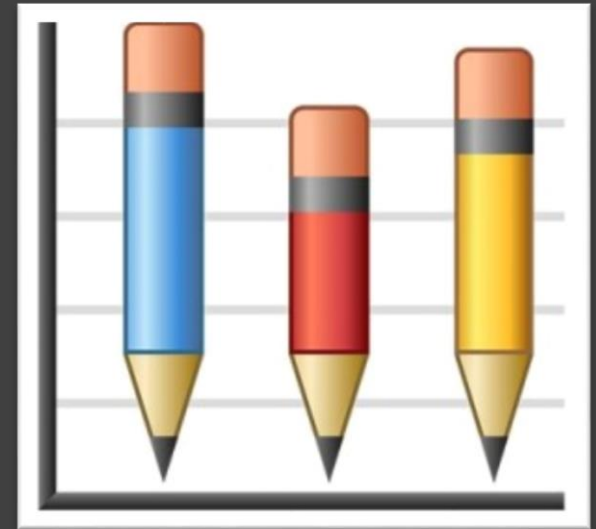
Karen Neilsen

Data Lacunae: Finding meaning in gaps, spaces, and holes in data

Stacy Wojdak-Goodman

Improving CSPR and Annual Count Data collection systems

Improving CSPR and Annual Count Data Collection Systems

Stacy Wojdak-Goodman
Title I, Program Specialist

June 2016

What are we doing?

What information do we have?

There are decisions to be made!

Are you ready?

SHARE!!

What do you think?

Will reports be easier to digest ?

Can we talk about how this will improve data?

Can you help?

I want them to be electronic!

Does this make sense?

Are facilities happy?

Have you seen these forms?

Do we have the time?

Don't go alone….

Get out there!

Don't be a know it all.

Strategize for roll out.

Train, train, train, and train some more!!!

Model the way

Be supportive and available!

Putting it all together

N&D Longitudinal Report Card　　　　　　　　　　　　　　　　　　**Facility ABC**

Data Source: Consolidated State Performance Reports (CSPRs)　　　　*Date Generated:*　5/1/2016

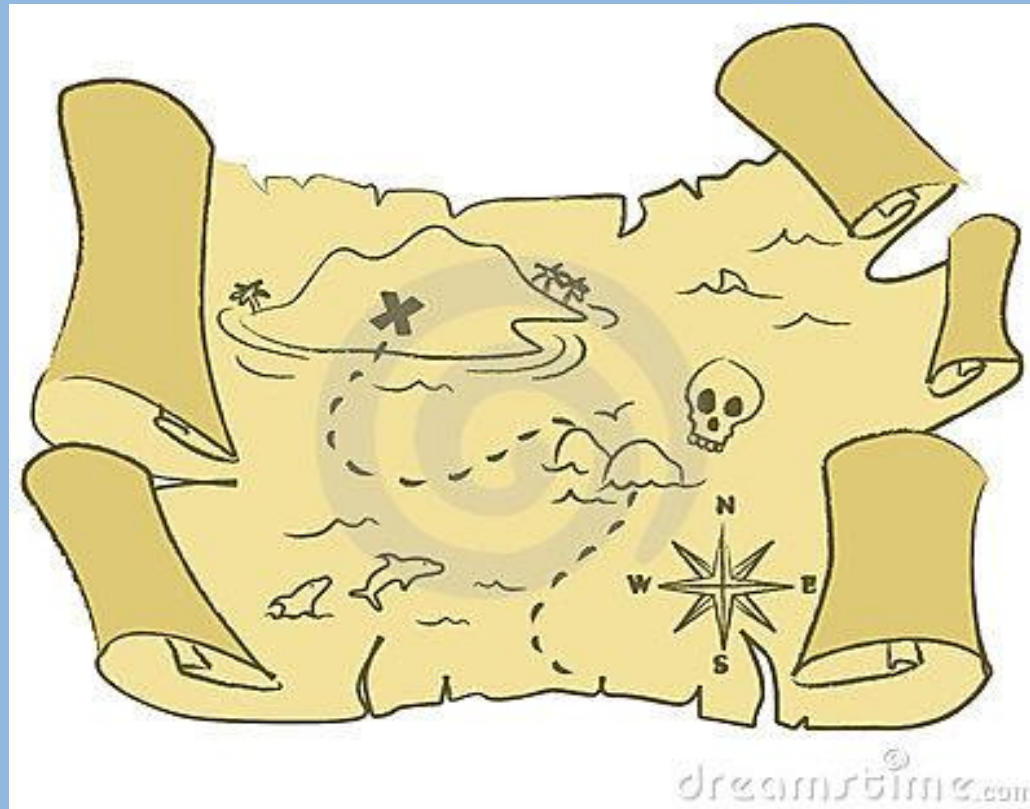*Note: Fictional data provided for informational purposes only*

Students Served

Year	# of Unduplicated Students	% Male/Female	% Black	% Hispanic	% White, non-Hispanic	% Students with Disabilities (IDEA)[a]	% LEP Students[a]	Ages Served (Average)
2010-2011	1520	75% / 25%	20%	35%	40%			16 - 19 (17.2)
2011-2012								
2012-2013								
2013-2014								
2014-2015								

Academic Performance Outcomes

Reading								
Year	# Long Term Students	% of LT Students Below Grade-level Upon Entry	% of LT Students Assessed both Pre- and Post-Tests	Negative Grade-level Change	No Change in Grade-level	Improvement Up to Half a Grade-level[b]	Improvement from One Half to One Full Grade-level[b]	Improvement of More than One Grade-level
2010-2011	1025	60%	75%	11%	24%	26%	29%	10%
2011-2012								
2012-2013								
2013-2014								
2014-2015								

Math								
Year	# Long Term Students	% of LT Students Below Grade-level Upon Entry	% of LT Students Assessed both Pre- and Post-Tests	Negative Grade-level Change	No Change in Grade-level	Improvement Up to Half a Grade-level[b]	Improvement from One Half to One Full Grade-level[b]	Improvement of More than One Grade-level
2010-2011	1025	75%	76%	10%	18%	25%	31%	16%
2011-2012								
2012-2013								
2013-2014								
2014-2015								

Academic Outcomes

Timeframe[c]	Year	% Earned HS Course Credits (Eligible Students)	% Enrolled in Local School District (Eligible Students)	% Enrolled in GED Program (Eligible Students)	% Obtained HS Diploma (Eligible Students)	% Earned a GED (Eligible Students)	% Accepted into Postsecondary Education (Eligible Students)[d]	% Enrolled in Postsecondary Education (Eligible Students)[d]
During enrollment and/or within 30 days after exit	2010-2011	92% (1520)	45% (1520)	22% (942)	7% (942)	18% (942)	27% (942)	14% (942)
	2011-2012							
While in facility 90 days after exit	2012-2013							
While in facility 90 days after exit	2013-2014							
While in facility 90 days after exit	2014-2015							

Results?

Relationships!

Lessons learned?

1. Be thoughtful!
2. Learn from the resources and institutional knowledge that surrounds you.
3. Be prepared!
4. Know you WILL encounter roadblocks.
5. Ask, "how can we make it better for next year?"

Totally worth it!

Murray Meszaros

Sound fiscal management

Finance$

Leverage and Legalities

NDTAC 2016 National Conference:
"*Moving the Needle*"
June 22, 2016

GOAL: My Desire to Really <u>KNOW</u> Financial Situations and to Streeeeeetch Funding

The Pirate Captain was really a frustrated English Teacher.

Utah Situation

➡ Utah State Office of Education (USOE) is **both** State Education Agency (SEA) & State Agency (SA).

 ➡ *Separate staff for SEA and SA*

➡ Utah has a Subpart 1 program only.

 ➡ *Serving students with 30+ days of stay – Secure Care, Observation and Assessment, Work Camp, State Mental Hospital*

State Laws

- All education of school-aged children is the sole proprietary role of Utah LEAs, supported by USOE.

- Credits earned by youth in accredited custody programs <u>shall be accepted</u> at face value in Utah's public schools, consistent with Legislative Rule (R277-410-9).

- Youth offenders are a subset of the traditional Minimum School Program (MSP) population and, as such, these students are included in all of the requisite performance and accountability measures and related outcomes produced by USOE for all K-12 students.

USOE Youth in Custody (YIC) funds = $21 million/yr.

ND funds used for . . .

- **Extended Year** *Summer School focus on core curriculum, highly qualified teachers, regular credit recorded on central records accessible to all LEAs daily.*

- **Extended opportunities** *Career and technical education (CTE), concurrent enrollment, postsecondary education thru entire year.*

- Short-term, market-sensitive, **employability certificates** *(WorkKeys, Food Handlers, Flagger, etc.).*

- **Comprehensive, dual-agency, collabortive transition services** that are highly interwoven with Juvenile Justice Services (JJS).

Leveraging…while building **Collaboration**

Leverage Other Financial Resources and Staff

Focus on priorities to assess where to "seed" with ND funds and/or leverage other funds

Example: *Developing green house programs in two locations*

- 75% of funding from state YIC and CTE funding.

- 25% of funding from ND, since ND funds typically pay about 25% of the entire academic and CTE offerings to ND students.

- Three other state agencies will run services in one location to give students relevant experiences.

- Agencies will provide much of the ongoing materials needed annually.

Leverage

- Use finances to achieve key ongoing objectives *(Previous list).*

- Use finances to fashion the future.
  - *Want to increase dual-agency **transition alignment and collaboration (TAC)** services.*
    - *Have LEAs and JJS teams create plans that address the priorities.*
  - *One LEA Transition Specialist becomes trainer (at a cost of $7,000/year).*

Dual-Agency Transition Alignment and Collaboration…

…Cost = $0.00

1=Most Resp. 2=2nd Resp. X=Participant	STUDENT NEEDS (* = future considerations)	TSS	ETCA	SC STAFF	CM/CW	Advocate	C&C Mentor*	Education	Clinician	Voc Rehab	WIOA	POs
TRANSITION PLANNING	Interagency Collaboration/Team Planning	1	X		1	x		x	x			
	Transition Plan/Exit Plan/CCR (ETCA)	X	x		1							
	TSS Weekly Group Class	1										
ASSESSMENTS	TABE Scores		1									
	Career Assessments/Utah Futures		1									
	Identify Stability Factors/Needs/Risk	2			1			X				
	Mental Health Assessment								1			
	Youth has taken College Entrance Exam (ACT)/SAT/ACCUPLACER		2					1				
	Special Education Child Find		1					1				
	Work Keys*	X	x	1	X							
SKILL TRAINING	Interviewing/Role Playing	2	1	3						x	x	
	Resume Writing/building	2	1	3						x	x	
	Criminogenic Needs	X		1								
	Job Certifications			1						x	x	
	Job placement and preparation (job fair, work-based learning, business partnership)*	2	1		2					x	x	
	Social skills & Independent Living skills	X		1				2		x	x	
	Financial Planning/Literacy		1					1		x	x	
	Job Experience*		2	1						x	x	
	Reading/Writing/Communication Skills		2	X				1		x	x	
SCHOOL	High School Diploma / GED*		2				3	1				
	SPED Referral	X	X	X	X	X	X	1	X			
	Transfer of school records to Public ed./Education plan	2	1		2							
	Public Ed. Enrollment/ YIC Intake (Sending & Receiving)	X	X		1							
	Monitor Grades	X	1	X	X	2	1	2				
	Monitor Attendance	X	1		X	2	1	2				
	Monitor Behavior		1			2	1	2				
	Monitor Credits toward Graduation	X	1		X	2	1					
	Enroll in Applied Tech Program	X	1									
	Enroll in Job Corp	X	1									
	Apply for Financial Aids Scholarships FAFSA	X	1	X								
	Apply for Pell Grant		1									
	Apply for College/Post-Secondary program		1									
	Connect with Pub. Ed. Check & Connect Mentor		1				X					
EMPLOYMENT	Apply for on-the-job Training / Apprentice	1	2		1					X	X	
	Apply for Voc Rehab	1	2		1					X	X	
	Apply for LYFE Program/ WIOA	1	2		1					X	X	
	Register for Selective Service	1	2		1					X	X	
	Apply for jobs	1	2		1					X	X	X
	Employment monitoring	1	2		1					X	X	
COMMUNITY & FAMILY RESOURCES	Housing	2			1							
	Connect with Community Resources (Health department, LDS, TAL)	1			1							
	Citizenship Status	1			1							
	Transportation	2			1							
	ID/License	1			1							
	Family Support/Guardian (CFTM)	X	X	X	1	X		X				
	Medical/Mental Health Treatment Plan	X	X	1	1				1			
	Connect with JJS Mentoring Program			1								
Transition Monitoring	School Monitoring/Scheduling	1	2		1		1					
	Employment monitoring	1			1							
	Placement Progress/Obstacles	1			1							
	Relapse	X		X	1	X			X			

1=Most Resp. 2=2nd Resp. X=Participant	Who is currently doing (Whose Role?) Need Chart @ Each Facility											
	STUDENT NEEDS (* = future considerations)	TSS	ETCA	SC STAFF	CM/CW	Advocate	C&C Mentor*	Education	Clinician	Voc Rehab	WIOA	POs
TRANSITION PLANNING	Interagency Collaboration/Team Planning	1	X		1	x		x	x			
	Transition Plan/Exit Plan/CCR (ETCA)	X	x		1							
	TSS Weekly Group Class	1										
ASSESSMENTS	TABE Scores		1									
	Career Assessments/Utah Futures		1									
	Identify Stability Factors/Needs/Risk	2			1			X				
	Mental Health Assessment								1			
	Youth has taken College Entrance Exam (ACT)/SAT/ACCUPLACER		2					1				
	Special Education Child Find		1					1				
	Work Keys*	X	x	1	X							
SKILL TRAINING	Interviewing/Role Playing	2	1	3						x	x	
	Resume Writing/building	2	1	3						x	x	
	Criminogenic Needs	X		1								
	Job Certifications			1						x	x	
	Job placement and preparation (job fair, work-based learning, business partnership)*	2	1		2					x	x	
	Social skills & Independent Living skills	X		1				2		x	x	
	Financial Planning/Literacy		1					1		x	x	
	Job Experience*		2	1						x	x	
	Reading/Writing/Communication Skills		2	X				1		x	x	
SCHOOL	High School Diploma / GED*		2				3	1				
	SPED Referral	X	X	X	X	X	X	1	X			
	Transfer of school records to Public ed./Education plan	2	1		2							
	Public Ed. Enrollment/ YIC Intake (Sending & Receiving)	X	X		1							
	Monitor Grades	X	1	X	X	2	1	2				
	Monitor Attendance	X	1		X	2	1	2				

Leverage

- Use finances to encourage collaboration growth between Public Education and other entities such as JJS, LEAs, and other potential partners.

- Using multiple sources of funds, we hire(d) outside consultants to help assess needs, priorities, and funding strategies for JJS and USOE dual-agency goals.

Usage and Evaluation of ND Funds

➡ Receive federal funds

➡ Division of funds

1. 1% Administrative set aside

2. Partial salaries for SEA staff

3. 15-30% splits to assure that funds are allocated according to federal limitations

- Local funding mostly chosen by bed count
- Ask LEAs for funding applications

FOR USOE USE ONLY	AF#: 1600056	C-20#:
	ND SITE: Nebo SD	REQUESTED AMOUNT: $28,953

Title 1, Part D, Neglected or Delinquent Youth
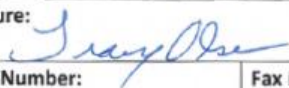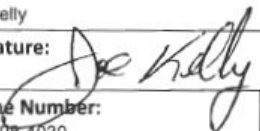
Application for ND Academics Funds

Application Timeline	7/28/2014	Federal Title I Part D, Neglected or Delinquent (ND) Application process initiated.
	08/15/2014	1. Electronic application due to: murray.meszaros@schools.utah.gov
		2. Original signed assurances must be mailed to: Murray Meszaros Education Specialist Utah State Office of Education 205 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200
		Submissions must be received no later than 5:00 p.m. on August 15, 2014

Application requirements:

a. Signature approval of APD *(local JJS program director)* and three district staff;
b. Goals, objectives, evaluation;
c. Budget lines and details;
d. <u>Intensity</u> and <u>duration</u> of services; and
e. Allowable expenses.

Rubrics for Evaluating & Responding to Applications

Rubric for Evaluating ND Grants
Applications for ND Funds
(Please return completed rubric to Murray Meszaros)

There are sufficient funds to cover all applications. The point of reading the applications is to determine how much money the intended recipient should receive and what is missing in the applications that would delay their receiving an award. Please read, rate and tabulate.

Rating: Very Poor (1) to Superior (10)

Requested ($):		Recommended Award ($):	
Line			
1	**Signatures** (4 signatures -- may not be with application, may be a separate sheet, may be forthcoming)	Yes ☐ No ☐	
2		**Rating Scale**	
3	**Requirements**	**1-10**	**Comments**
4	Name, Address, and Basic Demographics are complete and appear to be correct.		
5	Budgetary items are eligible/*allowable (if not, return application for more information)*		
6	Budgetary items are realistic and well defined *(if not, return application for more information)*		
7	Staff Salary and Benefits are explained, complete....		
8	Program Narrative indicates services to be provided.		
9	Program Abstract clearly outlines what the site proposes to do.		
10	Needs Assessment, Objectives, etc. are logical, easy to understand, and explain in increased detail the goals, desired outcomes and evaluations of the services.		
11	Intensity and Duration of Services makes sense *(time ranges may also be explained in Program Narrative)*		
	Total Possible (80)		

Slate Canyon - Corrections and Additional Information Needed For 2014-15 ND **ACADEMIC** Applications

Before ND applications may be authorized and funded, please observe the following *"checked"* items on your application that need immediate attention. As needed, please call Murray at 801-554-6408.

✓	Your application needs attention in the following CHECKED (✓) areas:
	Missing signature of APD for Memorandum of Understanding (p.2)
✓	On page 2, it appears that you will be serving <u>60</u> students (unduplicated count) during 2015 Summer School. If this is incorrect, please list the correct amount.
	Missing one or more signatures on page 4
✓	Insufficient details in <u>Row A</u> of budget summary. *Please list staff names or potential staff X hourly wages (or best estimate if staff are unknown) X total number of anticipated work hours = TOTAL (per person)*
	Role of Administrative Assistant to site principal.
✓	Insufficient details about benefits per person (Row B)
✓	Insufficient details about Purchased Services (Row C)
✓	Insufficient details about Travel (Row F) – *where to, why, what*
✓	Insufficient details about Supplies, etc. (Row G)
	Incorrect Indirect Cost (please see instructions on next page) – ***Should be***
	Missing CACTUS number, license area, and expiration date (page 8)
	Missing the number of days Summer School will be held – please insert in text of page 11.
	The student teacher ratio is unallowable and/or it appears that the application is serving DT students as well, which these ND funds cannot fund services to DT students, but only to students who have stay in residence a total of 30 or more days.
	• Is any teacher funded on a year-round or 12-month contract from different source(s) of funds, including Adult Ed? • Will the teaching staff be 100% funded from ND only for the Summer School? • More explanation regarding staff arrangements is needed – a calendar showing their 12 work schedule and funding sources may help.
✓	Please explain the teaching situations. Who will be teaching summer school and about how many students per teacher? How many staff will be teaching in times in addition to or other than summer school? How many students will they be teaching at one time?

Applications for ND Funds

(Please return completed rubric to Murray Meszaros)

There are sufficient funds to cover all applications. The point of reading the applications is to determine how much money the intended recipient should receive and what is missing in the applications that would delay their receiving an award. Please read, rate and tabulate.

Rating: Very Poor (1) to Superior (10)

Requested ($):		Recommended Award ($):	

Line			
1	**Signatures** (4 signatures -- may not be with application, may be a separate sheet, may be forthcoming)	**Yes** ☐ **No** ☐	
2		Rating Scale	
3	**Requirements**	**1-10**	**Comments**
4	Name, Address, and Basic Demographics are complete and appear to be correct.		
5	Budgetary items are eligible/*allowable (if not, return application for more information)*		
6	Budgetary items are realistic and well defined *(if not, return application for more information)*		
7	Staff Salary and Benefits are explained, complete….		
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11	Intensity and Duration of Services makes sense *(time ranges may also be explained in Program Narrative)*		
	Total Possible (80)		

Slate Canyon - Corrections and Additional Information Needed
## For 2014-15 ND ACADEMIC Applications

Before ND applications may be authorized and funded, please observe the following *"checked"* items on your application that need immediate attention. As needed, please call Murray at 801-554-6408.

✓	Your application needs attention in the following CHECKED (✓) areas:
	Missing signature of APD for Memorandum of Understanding (p.2)
✓	On page 2, it appears that you will be serving **60** students (unduplicated count) during 2015 Summer School. If this is incorrect, please list the correct amount.
	Missing one or more signatures on page 4
✓	Insufficient details in **Row A** of budget summary. *Please list staff names or potential staff X hourly wages (or best estimate if staff are unknown) X total number of anticipated work hours = TOTAL (per person)*
	Role of Administrative Assistant to site principal.
✓	Insufficient details about benefits per person (Row B)
✓	Insufficient details about Purchased Services (Row C)
✓	Insufficient details about Travel (Row F) – *where to, why, what*
✓	Insufficient details about Supplies, etc. (Row G)
	Incorrect Indirect Cost (please see instructions on next page) – **_Should be_**
	Missing CACTUS number, license area, and expiration date (page 8)
	Missing the number of days Summer School will be held – please insert in text of page 11.
	The student teacher ratio is unallowable and/or it appears that the application is serving DT students as well, which these ND funds cannot fund services to DT students, but only to students who have stay in residence a total of 30 or more days.
	• Is any teacher funded on a year-round or 12-month contract from different source(s) of funds, including Adult Ed? • Will the teaching staff be 100% funded from ND only for the Summer School? • More explanation regarding staff arrangements is needed – a calendar showing their 12 work schedule and funding sources may help.
✓	Please explain the teaching situations. Who will be teaching summer school and about how many students per teacher? How many staff will be teaching in times in addition to or other than summer school? How many students will they be teaching at one time?

Requests for Reimbursements

- Evaluate against budgets
- Eligible/allowable expenses
- Appropriate documentation
  - Receipts
  - Time and Effort documentation for salaries and benefits

- Track the amount requested against application . . .
- . . . and impact on 15/30 : 85/70 ratios
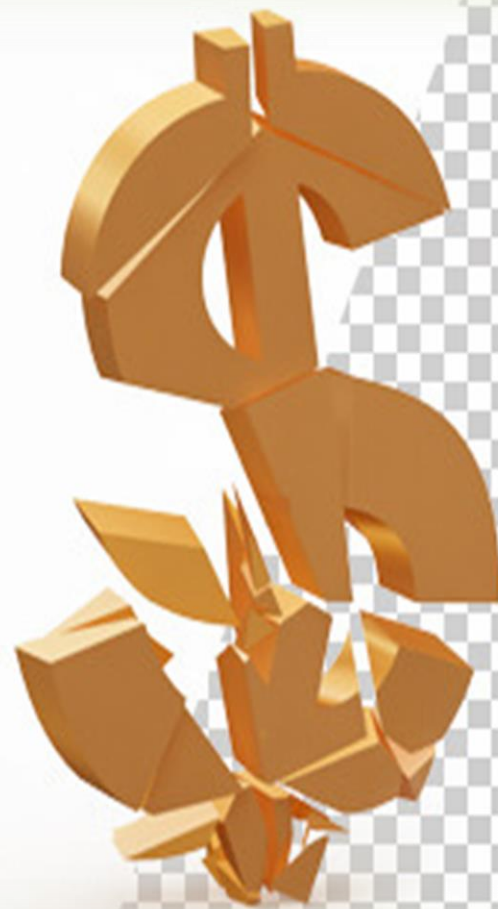
Round Table Discussions

Look at the number on your nametag and join the group for the round table discussions